DOCUMENT RESUME

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TITLE	Teaching Teen Reading Series (A Nine-Volume Individualized Inservice Program)-- Overview. Description of Teacher Inservice Education Materials.
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ABSTRACT

The described teacher inservice education program is for upper elementary, middle and secondary school teachers who wish to improve the reading skills of their students. The scope and sequencing of topics are described and ordering information for materials is provided. A critique of the program is included. (JD)

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DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: TEACHING TEEN READING SERIES (A Nine-Volume Individualized Inservice Program) - OVERVIEW

Publication Date(s): 1974

Intended Users: Inservice content teachers interested in improving reading skills of students (According to the developer, some preservice use at the college level is possible as curriculum support.)

Grade Level(s): Upper elementary, middle and secondary school

Number: Individual or group

Primary Focus: All teachers are in effect teachers of reading and need help in meeting the individual ability levels of their students. To this end, this series was designed and developed.

School subject(s) and/or inservice topic(s) covered:

Reading instruction in all content areas is the inservice topic covered. Specific subtopics include assessment of print materials, as well as of student groups, literal and interpretive comprehension in the content areas, vocabulary development through word recognition, as well as through word meaning, the sequence of the reading lesson, individualization in the content areas and the uses of reading and study skills.

What participant does in using the materials:

Users read the material, familiarizing themselves with the objectives and subject of each separate packet, and perform the application with learners, as directed. At the end of each of the nine volumes of this series, there is a self-corrective posttest.

This resource is designed principally for individual use, but is adaptable for small groups.

Resources: Teaching Teen Reading Series consists of nine volumes, each of which is an individualized inservice packet dealing with several aspects of reading in the content areas. No time is specified for completing the series. It is the opinion of the describer that the better part of a semester might be needed to complete the entire program. Less time is required if all nine volumes are not covered. Because an integral part of the learning process for this program involves practical application, a class of students should be accessible.

Describer critique:

This is a high level comprehension program which provides teachers with needed skills to individualize materials in their content areas, based on the differences in the level of reading skills and in the sophistication which their students are bound to display. This material also offers ways in which assessment of student ability can be made and reading and comprehension skills can be developed in the student.

R55 (R) assessing student growth - (R) reading in content areas - (R) comprehension - (R) individualized instruction - (M) developing self concept - (R) vocabulary - (ELA) study skills TD

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SP 013 843

1.0 PURPOSES:

Rationale

In the foreword of the brochure, Martin W. Essex, Superintendent of Public Instruction of the Ohio State Board of Education, makes the following statement: "It is well recognized that the ability to read and the active use of reading are cornerstones supporting the foundation of lifetime learning. Personal fulfillment, positive self-concept, participating citizenship, and meeting the demands of job and society are dependent upon effective reading . . . . It is our hope that these and other inservice materials will be beneficial to teacher endeavor toward achieving . . . excellence."

Goals

Since each of the nine volumes seems to have specific goals which are applicable to the variety of skills which this series encompasses, a general statement of goals could be made here: This series is a practical resource for teachers who have a question regarding reading instruction which requires a condensed, readily usable answer. It is a means for securing a segment of information for immediate application in the classroom as compared to researching many sources.

Objectives

Each of the nine volumes has very specifically stated objectives, too numerous to list in this space. The series focuses on helping content teachers assess materials, evaluate student needs and abilities, and develop an individualized approach to meeting the variety of reading ability levels represented in any class. Development, sequencing, and the use of reading and study skills are emphasized.

2.0 CONTENT — Scope and Sequencing of Topics:

Scope

Teaching Teen Reading Series: nine volumes

Volume I. Assessment of Print Materials - 30 pages
Volume II. Assessment of Student Groups - 30 pages
Volume III. Literal Comprehension in the Content Areas - 30 pages
Volume IV. Interpretive Comprehension in the Content Areas - 34 pp.
Volume V. Vocabulary Development Through Word Recognition - 46 pages
Volume VI. Vocabulary Development Through Word Meaning - 46 pages
Volume VII. The Sequence of the Reading Lesson - 22 pages
Volume VIII. Individualization in the Content Areas - 22 pages
Volume IX. The Uses of Reading and Study Skills - 42 pages

Sequence

Although no specific reference to sequence is made by the developer, the material builds upon itself, and unless there is a compelling reason for changing the sequence (or skipping), the sequence should be followed as indicated.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main inservice activities:

This material may be used individually by teachers, or by teacher leaders working together with small groups of colleagues. The setting is mostly optional, the pacing individual, and the time not specified (although it is the opinion of the describer that the better part of a semester may be necessary to complete the program in its entirety).

This resource is designed principally for individual use, but is readily adaptable for small groups. (It has been used in group settings already in Ohio.)

3.2 Help given in use of product:

Each of the nine volumes has very definite objectives, suggested teaching tactics, and suggested applications with learners, which should all be very helpful to teachers following the program.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

A self-corrective posttest is an integral part of each volume in this series and should be completed at the end of the activities.

A list of competency criteria, which can serve as self-appraisal guidelines, is included on the back cover of each of the nine volumes.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

A learner is needed for the performance of the suggested applications, of which there are several in each volume. Time is not specified, but in the opinion of the describer, several months (one semester, possibly) are needed to complete the program properly. In most cases, space is not critical. In a few instances, however, special resources such as films, filmstrips, maps, globes, and a reference library are necessary to fulfill the objectives of the particular topic.

The series can be used by individuals, or by small groups--the small group method may well serve to enhance the learning process through the exchange of ideas and opinions.

5.2 Distributor name/address:

Ohio Department of Education
Division of Educational Redesign and Renewal
Columbus, Ohio 43215

Ms. Nancy Eberhart, Director
(614) 466-2979

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
TEACHING TEEN READING SERIES 9 volumes (not sold separately)	Set of 9 $8.60	no	1/participant	yes

Volume

1. Assessment of Print Materials
2. Assessment of Student Groups
3. Literal Comprehension in the Content Areas
4. Interpretive Comprehension in the Content Areas
5. Vocabulary Development Through Word Recognition
6. Vocabulary Development Through Word Meaning
7. The Sequence of the Reading Lesson
8. Individualization in the Content Areas
9. The Uses of Reading and Study Areas

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

The developers include: Nancy A. Eberhart, Director, Division of Educational Redesign and Renewal; Margaret V. Lloyd, Head of Right to Read Effort; and Virginia Kunkle, Assistant Superintendent. All three developers are currently with the Ohio Department of Education. They have had extensive classroom experience at all grade levels, both in primary and secondary school, and also served as reading consultants.

6.2 How developed and when:

This product was developed between 1973 and 1974 as a result of an identified need based on the developers' experiential backgrounds, as well as on requests for assistance from the field. A formal needs assessment was also done as a result of the Right to Read effort and the combined effort of the Ohio Department of Education (teachers, administrators, school board) and Ohio State University. The product was extensively field tested and reviewed by a teacher reaction panel, whose names appear in the acknowledgement at the beginning of each book. These teachers critiqued the package in terms of content, format and practicality.

6.3 Evidence of effectiveness with users:

This material was distributed to all Ohio State public schools.

There is a formal questionnaire which is a part of a structured mid-year and annual performance report requested of local Right to Read directors as feedback on the material.

No official statistics are currently available to substantiate the findings.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

This program definitely enables users to achieve the stated purpose and objectives, provided steps are followed and suggested applications with learners are performed according to the instructions given.

In most cases, the material is well suited to the age and grade levels suggested by the developer, as an individualized or small group inservice education product. It is also adaptable, by design, to a variety of subject areas.

The technical quality of this material is excellent and pleasing to the eye. Colors are used for headings, and bright yellow boxes are used to indicate the various content examples given in the course of the program.

Content accuracy/social fairness/community acceptance issues:

Although an apparent effort seems to have been made to circumvent the need for a personal pronoun whenever possible, the masculine pronoun was used when a reference was made to students, rather than he/she or him/her. Neither social fairness nor ethnic bias is an issue here.

The content examples given are varied, interesting, and up to date, and are quite appropriate to the stated purpose.

Overall summary/comment:

This nine-volume series offers a comprehensive, well-organized, well-researched product designed to help teachers develop an individualized reading approach in their content areas. The self-instruction process includes the securing of information and suggested uses of the skills in question in content teaching situations.

If followed as suggested, it would help teachers deal with the different levels of reading skills and degrees of sophistication which they are bound to encounter in their students in content classes.

LB-9/77